Idaho Alternate Assessment Eligibility/Participation Guidelines

Idaho Standards Achievement Tests Alternate (ISAT-Alt)
and
Idaho Reading Indicator Alternate (IRI-Alt)

Student Name _____ Student EDUID _____ Date of Birth _____

District _____ School _____ Date of Eligibility _____

All students with disabilities are required to participate in statewide assessments in Idaho. In order to establish eligibility for the ISAT-Alt, the IEP Team must respond by checking "AGREE" to **ALL** of the following criteria. The IEP Team documents this decision on the student's current IEP. An IEP Team representative must sign this form verifying that the student qualifies for the ISAT-Alt in any or all designated content areas. **Students who do not meet all of these criteria should participate in the ISAT and IRI with or without accommodations.**

The assessment of students on the ISAT-Alt (intended to be less than 1% of Idaho's students) is based on Idaho's extended content standards, which are extensions of the *Idaho Content Standards*. Students who participate in the ISAT-Alt are working on the same *Idaho Content Standards* as their peers; however, they are working on these standards in less complex ways. Students' performances will be judged based on alternate achievement standards. Alternate achievement standards allow the use of a different scoring system.

ISAT-Alt Mathematics, Reading, Language Usage, and Science assessments are submitted as a **portfolio** of content area achievement evidence that teachers collect **over several months**. The evidence of student learning (artifacts) are submitted into the electronic portfolio system called the Individual Portfolio Artifact Submission System (I-PASS) and may consist of video, digital photos, scanned as well as faxed work.

If a decision is made after January 25 of the current school year to change a student's participation from the ISAT to ISAT-Alt, the student will not participate in the ISAT-Alt until the following school year. The student must take the ISAT.

IEP TEAM MUST CHECK "AGREE" TO <u>ALL CRITERIA</u> TO ESTABLISH PARTICIPATION

<u>Criterion #1: Evidence of Significant Cognitive Disabilities</u>

Agree__ Disagree__   Student's levels of cognitive skills and adaptive behavior are such that extensive modifications involving accessing the general education curriculum through the **extended standards** are required.
AND

Criterion #2: Intensity of Instruction

Agree___ Disagree___   Student requires **extensive direct instruction and/or extensive supports** to accomplish the application and transfer of skills to school, home, work, and community environments. The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired.

AND

Criterion #3: Curricular Outcomes

Agree___ Disagree___   The student requires **extensively modified instruction** focusing on a less complex application of skills in order to access the *Idaho Content Standards*.

AND

Criterion #4: Exclusions

Agree___ Disagree___   The student's inability to participate in ISAT is **NOT** primarily the result of <u>any</u> of the following:
1. Existence of an IEP;
2. Specific categorical label;
3. Educational placement;
4. English language learner status;
5. Socio-economic or cultural differences;
6. Excessive or extended absences;
7. Disruptive behavior;
8. Student's reading level
9. The expectation that the student will not, or has not performed well on the ISAT, OR
10. Sensory impairment alone (hearing or vision)

PARTICIPATION DECISIONS

The IEP team has agreed that this student will participate in the following alternate assessments.

ISAT-Alt Versus ISAT – The decision for the student to participate in ISAT-Alt in the following content areas was made because

ALL FOUR CRITERIA LISTED ABOVE ARE MET AND CHECKED "AGREE."

> **___ ISAT - Alt Reading**
> **___ ISAT - Alt Language Usage**
> **___ ISAT - Alt Mathematics**
> **___ ISAT - Alt Science**

IRI Alternate (IRI-Alt) Versus the IRI
(IRI-Alt Consists of Either the Core Phonics or the Student Centered Assessment Measure (SAM) – The decision to have the student use either the Core Phonics or the SAM was made because
ALL FOUR CRITERIA LISTED ABOVE ARE MET AND CHECKED "AGREE."

     ___IRI - Alt
      __ Core Phonics in place of IRI
      __ SAM in place of IRI

*Note - A Copy of the original Participation Guidelines Form Will Not Be included with the Portfolio Artifacts Submitted and should be kept at the site/district level. Eligibility/Participation confirmation will be made in the online system I-PASS that these guidelines have been followed by the IEP team by filling out the online form.

Participation Options

Eligibility informs participation options, but it does not determine the participation option selected. **Students with disabilities who do not meet ALL of the criteria listed above are NOT eligible for the ISAT-Alt or the IRI-Alt.** They **must** participate in the ISAT, with or without accommodations, as is determined appropriate on the basis of the IEP team decision and the IRI with or without accommodations.

If an **ineligible student participates in ISAT-Alt**, the student's scores will not be counted for participation or performance in NCLB-related accountability determinations at the school, school district, or state levels. The participation of an ineligible student could adversely affect the individual school and district AYP determination.

Furthermore, students who meet the participation requirements for the IAA have the **option** of participating in the:

- **ISAT or ISAT with Accommodations in all content areas**
- **ISAT or ISAT with Accommodations in one or more content areas and in the ISAT-Alt in the remaining content areas**
- **ISAT-Alt in all content areas**
- **IRI**
- **IRI-Alt**

IMPORTANT NOTE: Signature and submission to the SDE and into I-PASS in NOT REQUIRED. The purpose of this form is as a protocol for establishing eligibility and participation on all alternate assessments for students in the State of Idaho. This form may be recording and saved in the IEP file at the building and or district level.